

FILE E

Visual and Performing Arts:

Item Information and Scoring Guide Reference Sheet..... E-2

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**Items with Learning Results, Scoring Guides,
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Visual and Performing Arts

Item Information and Scoring Guide Reference Sheet

Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) items are scored. These pages contain the text for each item accompanied by the following information.

- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

**Items with Learning Results, Scoring Guides,
Training Notes, and Student Responses**

1. Choose a famous person you have learned about in school. Imagine that you have been chosen to be this person in a play. Answer the following questions about how you would do this.
 - a. Whom did you choose?
 - b. How would your voice sound?
 - c. How would you move?
 - d. How would you treat others in the play?

CR#: 1

Learning Results: B-2

Cultural Heritage

- B Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods. Students will be able to
- 2 explain how cultural values are shown through the arts.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Student names person and clearly describes how the voice of the person would sound and how the person would move. Student explains how this person would treat others in the play by providing details and examples of his/her personality.
3	Student names person and clearly describes how the voice of the person would sound and how the person would move. Some attempt is made to describe how this person would treat others in the play, but student does not provide examples of his/her personality.
2	Student names person and describes in general terms how the voice would sound and the person would move. No explanation of personality is provided.
1	Student names a person and minimally describes voice or movement or personality with one or two words.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

1.

4

a. I have chosen Napoleon, b. My voice would have to sound different. I would have to sound louder, meaner, stricter, and older. Because Napoleon was a soldier from France and he was old. c. I would have to move a different way in the play. I would have to move quickly because Napoleon was a soldier and he had to move around a lot. d. I would treat others in the play a different way. I would treat them badly because Napoleon took over other countries and he had slaves. He also made the people work.

A. I would choose Cleopatra because I read a huge book about her. B. My voice would sound calm and gentle and sort of mellow so people could understand me. C. I would move quiet, silent, gentle but rough, I would be calm all the time so a lot of people would be calm just like me because I was the ruler of Egypt D. I other people in the play gentle, nice, loving, like I would want them to treat my back so kindly.

1.

3

a. My person would be Milton Bradley
B. My voice would sound Hi and
funny also it would talk and talk
and talk.

C. I would move very fast and
sometimes be up straight with my head
up high and walking slower than
before.

d. I would treat others in the
play very nicely because Milton
Bradley was a very nice person
made games for everybody to
enjoy.

1.

3

A. Rosie O'Donnell. B. My voice would sound low. Like on a piano. C. I would move very funky. Like boppin my head and playing the guitar. I would treat them very nicely. Because there here to do something they love. and I'm not going to ruin that.

1.

2

- A. George Washington.
- B. My voice would sound a little deep.
- C. I would move a little slow.
- D. I would treat others kind of nice and angry if I had to.

1.

2

- a. Helen Keller
- b. My voice would be in the middle not high not low but middle.
- c. I do not know how I would move but I would have to pretend I was deaf.
- d. I would treat others like I would want to be treated.

1.

1

A. Henry Ford
B. Very hard
C. Slowly
D. Nicely

1.

1

A. Marther Luther King
B. deep and load
C. Slow fast
D. nice kind

2. a. Draw a pattern using different geometric shapes. Use at least three shapes in your pattern.
- b. Explain why what you created is a pattern.

CR#: 2

Learning Results: A-2

Creative Expression

A Students will create and/or perform to express ideas and feelings. Students will be able to
2 apply previously learned principles to perform, create, revise, and/or refine works.

CONSTRUCTED-RESPONSE SCORING GUIDE

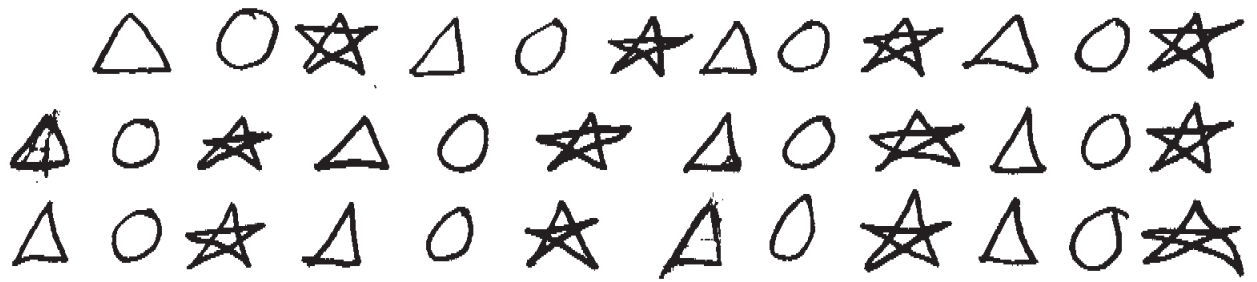
Score	Description
4	Response demonstrates a comprehensive understanding of what constitutes a pattern: Student draws a pattern using at least three shapes and clearly explains why what he or she has created is a pattern.
3	Response demonstrates a general understanding of what constitutes a pattern: Student draws a pattern using 2 or 3 shapes and generally explains why what he or she has created is a pattern.
2	Response demonstrates a partial understanding of what constitutes a pattern: Student draws a pattern using three shapes without explanation. OR Student provides a general explanation of a pattern (without shapes).
1	Response demonstrates a minimal understanding of what constitutes a pattern: Student draws a pattern using two shapes with or without a minimal explanation. OR Student provides a minimal explanation of what constitutes a pattern.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #2

A pattern is a repeat of a series of shapes in a predictable manner. For example, a circle, square, and triangle repeated would form a pattern because you would see the same shapes repeated in the same order.

2.

4



This is the pattern I made!
 This is a pattern because it keeps repeting \triangle \bigcirc \star then do the same thing again as many times as you like and it will still be a pattern. If you only do it once it will not be a pattern though. A pattern does not have to be \triangle \bigcirc \star \triangle \bigcirc \star it can be different like ^{heart} ^{tree} ^{bomb} . For more informashin log on to www.pattern.com.

2.

4

A. $\square \bigcirc \triangle \square \bigcirc \triangle \square \bigcirc \triangle$ ← square, circle, triangle

B. This is a pattern because it has different shapes in it that repeat themselves in order. My pattern goes square, circle, triangle and repeats itself in that order three times.

2.

3



b) This is a pattern because it goes square triangle circle and so on.

2.

3



b. It is a pattern because it can repeat itself and never change.

2.

2

△ ○ □ △ ○ □ △ ○ □ △
triangle, oval square.

2.

2

a ○ □ △ ○ □ △ ○ □ △ ○ □ △

b. Because I like this
Pattern and because it
was the only one that
I could think of.

2.

1



B. I created this pattern because I mostly like squares and triangles.

2.

1



Because I think it is,